



CENTER *for* URBAN EDUCATION

PROMPTS FOR REVIEWING INSTITUTION DOCUMENTS AND POLICY FOR EQUITY

Equity-Mindedness as the Guiding Paradigm for Documents and Policy

- Does the document or policy position participation and success of students from racial, ethnic, and indigenous communities historically underserved by higher education as an institutional responsibility?

Equity in Language

- Are student groups clearly identified (e.g., African American/Black, Hispanic/Latino, Native American, Alaskan Native, Asian American/Pacific Islander, White)?
- Are biased or stereotypical assumptions made about students within the document or policy?
- What types of words are used to describe students from historically marginalized populations? Are they deficit or equity-minded?

Data Collection and Reporting Strategy

- Is the data used in the report or document disaggregated by race/ethnicity? If the document calls for reporting of data, is the data requested by race and ethnicity?
- Is data used to drive decision making?

Disproportionate Impact

- Could the document or policy cause disproportionate impact to specific groups based on other factors related to educational disadvantage, such as attendance patterns, residential vs. non-residential, participation in advanced college-prep curricula, etc.?
- Does the document or policy design build in safeguards to protect against potential negative effects on equity in access or success (for example, evaluation of impact using disaggregated data)?
- Who will benefit from the report or policy?
- Who will be excluded?

Set Specific Goals and Accountability Measures

- Are the goals listed within the document specific, meaning they can be measured for success? Are there goals that specifically mention minoritized student populations by name?
- Once the goals are created, is there a plan for how they will be assessed. Are the goals easily achievable?

The USC Rossier Center for Urban Education produces equity in student outcomes through socially conscious research.

cue.usc.edu - rsocue@usc.edu

Join our mailing list: text "CUE" to 22828



CENTER *for* URBAN EDUCATION

- Who benefits from the goal?
- Is it clear within the document who or what department/office is responsible for carrying out each action?
- Is it clear within the document when the goal will be assessed (timeline)?

Equity Framing

- Does the document describe how the program/initiative will improve equitable outcomes?
- Does the document mention a rationale as to why equity work at the campus is important?
- Is the case for equity framed on the basis of economic well-being, demographic shifts, and/or moral imperative in order to speak to a broad base of stakeholders?